

# GRADE 5 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(1) History. The student understands the causes and effects of European colonization in the United States beginning in 1565, the founding of St. Augustine. The student is expected to:	<p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b></p> <p><b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p> <p>(1) History. The student understands the <u>reasons for and the role of key people in the</u> <del>causes and effects of</del> European colonization <u>of North America in the United States</u> beginning in 1565, the founding of St. Augustine. The student is expected to:</p>	(1) History. The student understands the reasons for and the role of key people in the European colonization of North America beginning in 1565, the founding of St. Augustine. The student is expected to:	<ul style="list-style-type: none"> <li>Streamlined</li> <li>Edited for clarification</li> </ul>
(1)(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain; and	(1)(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain; and	(1)(A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain; and	No change
(1)(B) describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams.	(1)(B) describe the accomplishments of significant individuals <u>who settled for religious freedom and economic gain</u> during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, <del>John Wise,</del> and Roger Williams.	(1)(B) describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams.	Streamlined
(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence. The student is expected to:	(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence <u>and the formation of the United States</u> . The student is expected to:	(2) History. The student understands how conflict between the American colonies and Great Britain led to American independence and the formation of the United States. The student is expected to:	Edited for clarification
(2)(A) identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party;	(2)(A) <del>identify and</del> analyze the causes and effects of events prior to and during the American Revolution, including the <u>taxation resulting from the French and Indian War and the colonist response to taxation such as</u> <del>and</del> the Boston Tea Party;	(2)(A) analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party;	<ul style="list-style-type: none"> <li>Streamlined</li> <li>Edited for clarification</li> </ul>
(2)(B) identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and	(2)(B) identify the Founding Fathers and Patriot heroes, including John Adams, <del>Samuel Adams,</del> Benjamin Franklin, <del>Nathan Hale,</del> Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and	(2)(B) identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and	Streamlined

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(2)(C) summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military.	(2)(C) summarize the results of the American Revolution, including the establishment of the United States <del>and the development of the U.S. military.</del>	(2)(C) summarize the results of the American Revolution, including the establishment of the United States.	Streamlined
(3) History. The student understands the events that led from the Articles of Confederation to the creation of the U.S. Constitution and the government it established. The student is expected to:	(3) History. The student understands the <u>significant individuals who contributed</u> <del>events that led from the Articles of Confederation</del> to the creation of the U.S. Constitution and the government it established. The student is expected to <u>identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution.</u>	(3) History. The student understands the significant individuals who contributed to the creation of the U.S. Constitution and the government it established. The student is expected to identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution.	<ul style="list-style-type: none"> <li>• 2010 SE (3)(B) moved into 2018 K&amp;S statement (3)</li> <li>• Streamlined</li> </ul>
(3)(A) identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation; and	<del>(3)(A) identify the issues that led to the creation of the U.S. Constitution, including the weaknesses of the Articles of Confederation; and</del>		Deleted
(3)(B) identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution.	<del>(3)(B) identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution.</del>		<ul style="list-style-type: none"> <li>• 2010 SE (3)(B) moved into 2018 K&amp;S statement (3)</li> <li>• Streamlined</li> </ul>
(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	(4) History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to:	No change
(4)(A) describe the causes and effects of the War of 1812;	(4)(A) describe the causes and effects of the War of 1812 <u>such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing;</u>	(4)(A) describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing;	<ul style="list-style-type: none"> <li>• Streamlined</li> <li>• Edited for clarification</li> </ul>
(4)(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;	(4)(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;	(4)(B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States;	No change

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(4)(C) identify reasons people moved west;	<del>(4)(C) identify reasons people moved west;</del>		<ul style="list-style-type: none"> <li>Deleted</li> <li>Territorial expansion remains in 2018 SE (4)(C)</li> </ul>
(4)(D) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;	(4)(C) <del>(D)</del> identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;	(4)(C) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny;	2010 SE (4)(D) recoded to 2018 SE (4)(C)
(4)(E) identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution;	(4)(D) <del>(E)</del> <u>explain</u> <del>identify</del> the <u>central role of the expansion of slavery in causing</u> <del>causes of the Civil War including</del> sectionalism, <u>disagreement over</u> states' rights, <u>and the Civil War;</u> <del>and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution;</del>	(4)(D) explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War;	<ul style="list-style-type: none"> <li>2010 SE (4)(E) divided into 2018 SEs (4)(D) and (4)(E)</li> <li>Cognitive verb “identify” changed to “explain”</li> <li>Edited for clarification</li> </ul>
	(4)(E) <u>explain</u> the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution; <u>and</u>	(4)(E) explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution; and	<ul style="list-style-type: none"> <li>2010 SE (4)(E) divided into 2018 SEs (4)(D) and (4)(E)</li> <li>Cognitive verb “identify” changed to “explain”</li> </ul>
(4)(F) explain how industry and the mechanization of agriculture changed the American way of life; and	<del>(4)(F) explain how industry and the mechanization of agriculture changed the American way of life; and</del>		<ul style="list-style-type: none"> <li>Deleted</li> <li>Changes resulting from the Industrial Revolution remain in 2018 SE (4)(B)</li> </ul>
(4)(G) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.	(4)(F) <del>(G)</del> identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups <u>such as the settlement of the frontier and building of the Transcontinental Railroad.</u>	(4)(F) identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad.	<ul style="list-style-type: none"> <li>2010 SE (4)(G) recoded to 2018 SE (4)(F)</li> <li>Edited for clarification</li> </ul>
(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:	(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:	(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:	No change

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(5)(A) analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions;	(5)(A) <u>explain the significance of</u> <del>analyze various</del> issues and events of the 20th century such as industrialization, urbanization, <del>increased use of oil and gas</del> , the Great Depression, the world wars, the civil rights movement, and military actions;	(5)(A) explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions;	<ul style="list-style-type: none"> <li>Cognitive verb “analyze” changed to verb phrase “explain the significance of”</li> <li>Streamlined</li> </ul>
(5)(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and	(5)(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and	(5)(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and	No change
(5)(C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.	(5)(C) identify the accomplishments <u>and contributions</u> of individuals and groups such as <del>Jane Addams</del> , Susan B. Anthony, <del>Dwight Eisenhower</del> , Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, <u>Colin Powell</u> , the Tuskegee Airmen, and the 442nd Regimental Combat Team <del>who have made contributions to society</del> in the areas of civil rights, women's rights, military actions, and politics.	(5)(C) identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics.	<ul style="list-style-type: none"> <li>Edited for clarification</li> <li>Streamlined</li> </ul>
(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	<del>(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</del>		<ul style="list-style-type: none"> <li>2010 K&amp;S statement (6) recoded to 2018 K&amp;S statement (24)</li> <li>Edited for clarification and alignment with similar TEKS in other social studies courses</li> </ul>
(6)(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and	<del>(6)(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and</del>		<ul style="list-style-type: none"> <li>2010 SE (6)(A) recoded to 2018 SE (24)(A)</li> <li>Edited for clarification and alignment with similar TEKS in other social studies courses</li> </ul>
(6)(B) translate geographic data into a variety of formats such as raw data to graphs and maps.	<del>(6)(B) translate geographic data into a variety of formats such as raw data to graphs and maps.</del>		<ul style="list-style-type: none"> <li>2010 SE (6)(B) recoded to 2018 SE (24)(B)</li> <li>Edited for clarification and alignment with similar TEKS in other social studies courses</li> </ul>

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(7) Geography. The student understands the concept of regions in the United States. The student is expected to:	(6)(7) Geography. The student understands <u>places</u> and <del>the concept of</del> regions in the United States. The student is expected to:	(6) Geography. The student understands places and regions in the United States. The student is expected to:	<ul style="list-style-type: none"> <li>2010 K&amp;S statement (7) recoded to 2018 K&amp;S statement (6)</li> <li>Edited for clarification</li> </ul>
(7)(A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;	(6)(7)(A) describe <u>political and economic a</u> <del>variety of</del> regions in the United States <u>such as</u> <del>political, population, and economic regions</del> that result from patterns of human activity;	(6)(A) describe political and economic regions in the United States that result from patterns of human activity;	<ul style="list-style-type: none"> <li>2010 SE (7)(A) recoded to 2018 SE (6)(A)</li> <li>Streamlined</li> <li>Patterns of settlement and distribution of population remains in 2018 SE (7)(B)</li> </ul>
(7)(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains;	(6)(7)(B) describe <del>a variety of</del> regions in the United States <u>based on physical characteristics</u> such as landform, climate, and vegetation <del>regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains;</del>	(6)(B) describe regions in the United States based on physical characteristics such as landform, climate, and vegetation;	<ul style="list-style-type: none"> <li>2010 SE (7)(B) recoded to 2018 SE (6)(B)</li> <li>Streamlined</li> </ul>
(7)(C) locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest; and	(6)(7)(C) locate on a map important political features such as the <u>five ten</u> largest <u>cities by population</u> <del>urban areas</del> in the United States <u>and</u> ; the 50 states <del>and their capitals, and regions such as the Northeast, the Midwest, and the Southwest;</del> and	(6)(C) locate on a map important political features such as the five largest cities by population in the United States and the 50 states; and	<ul style="list-style-type: none"> <li>2010 SE (7)(C) recoded to 2018 SE (6)(C)</li> <li>Streamlined</li> </ul>
(7)(D) locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains.	(6)(7)(D) <del>create locate on</del> a map <u>of</u> important physical features such as the <u>Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and</u> Rocky Mountains, <del>Mississippi River, and Great Plains.</del>	(6)(D) create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains.	<ul style="list-style-type: none"> <li>2010 SE (7)(D) recoded to 2018 SE (6)(D)</li> <li>Edited for clarification and to align with 2010 SE (6)(A) and 2018 SE (24)(A)</li> </ul>
(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(7)(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	(7) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:	2010 K&S statement (8) recoded to 2018 K&S statement (7)
(8)(A) identify and describe the types of settlement and patterns of land use in the United States;	(7)(8)(A) identify and describe the <u>patterns types</u> of settlement <u>such as rural, urban, and suburban</u> <del>and patterns of land use in the United States;</del>	(7)(A) identify and describe the patterns of settlement such as rural, urban, and suburban;	<ul style="list-style-type: none"> <li>2010 SE (8)(A) recoded to 2018 SE (7)(A)</li> <li>Edited for clarification</li> </ul>

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(8)(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present; and	<del>(7)(8)</del> (B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States; <del>past and present</del> ; and	(7)(B) explain the geographic factors that influence patterns of settlement and the distribution of population in the United States; and	<ul style="list-style-type: none"> <li>2010 SE (8)(B) recoded to 2018 SE (7)(B)</li> <li>Streamlined</li> </ul>
(8)(C) analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present.	<del>(7)(8)</del> (C) analyze the <u>geographic factors that influence reasons for</u> the location of <u>the five largest urban areas</u> <u>cities</u> in the United States; <del>including capital cities</del> ; and explain their distribution <del>past and present</del> .	(7)(C) analyze the geographic factors that influence the location of the five largest urban areas in the United States and explain their distribution.	<ul style="list-style-type: none"> <li>2010 SE (8)(C) recoded to 2018 SE (7)(C)</li> <li>Edited for clarification</li> <li>Streamlined</li> </ul>
(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:	<del>(8)(9)</del> Geography. The student understands how people adapt to and modify their environment. The student is expected to:	(8) Geography. The student understands how people adapt to and modify their environment. The student is expected to:	2010 K&S statement (9) recoded to 2018 K&S statement (8)
(9)(A) describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs; and	<del>(8)(9)</del> (A) describe how and why people have adapted to and modified their environment in the United States; <del>past and present</del> , such as the use of human resources to meet basic needs; and	(8)(A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs; and	<ul style="list-style-type: none"> <li>2010 SE (9)(A) recoded to 2018 SE (8)(A)</li> <li>Streamlined</li> </ul>
(9)(B) analyze the positive and negative consequences of human modification of the environment in the United States, past and present.	<del>(8)(9)</del> (B) analyze the positive and negative consequences of human modification of the environment in the United States; <del>past and present</del> .	(8)(B) analyze the positive and negative consequences of human modification of the environment in the United States.	<ul style="list-style-type: none"> <li>2010 SE (9)(B) recoded to 2018 SE (8)(B)</li> <li>Streamlined</li> </ul>
(10) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:	<del>(9)(10)</del> Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:	(9) Economics. The student understands the basic economic patterns of early societies in the United States. The student is expected to:	2010 K&S statement (10) recoded to 2018 K&S statement (9)
(10)(A) explain the economic patterns of early European colonists; and	<del>(9)(10)</del> (A) explain the economic patterns of early European <u>colonies</u> <u>colonists</u> ; and	(9)(A) explain the economic patterns of early European colonies; and	<ul style="list-style-type: none"> <li>2010 SE (10)(A) recoded to 2018 SE (9)(A)</li> <li>Edited for clarification</li> </ul>
(10)(B) identify major industries of colonial America.	<del>(9)(10)</del> (B) identify major industries of colonial America <u>such as shipbuilding and growing of cash crops</u> .	(9)(B) identify major industries of colonial America such as shipbuilding and growing of cash crops.	<ul style="list-style-type: none"> <li>2010 SE (10)(B) recoded to 2018 SE (9)(B)</li> <li>Edited for clarification</li> </ul>

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(11) Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:	<u>(10)</u> <del>(11)</del> Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:	(10) Economics. The student understands the development, characteristics, and benefits of the free enterprise system in the United States. The student is expected to:	2010 K&S statement (11) recoded to 2018 K&S statement (10)
(11)(A) describe the development of the free enterprise system in colonial America and the United States;	<u>(10)</u> <del>(11)</del> (A) <u>identify</u> <del>describe</del> the development of the free enterprise system in colonial America and the United States;	(10)(A) identify the development of the free enterprise system in colonial America and the United States;	<ul style="list-style-type: none"> <li>2010 SE (11)(A) recoded to 2018 SE (10)(A)</li> <li>Cognitive verb “describe” changed to “identify”</li> </ul>
(11)(B) describe how the free enterprise system works in the United States; and	<u>(10)</u> <del>(11)</del> (B) describe how the free enterprise system works in the United States; and	(10)(B) describe how the free enterprise system works in the United States; and	2010 SE (11)(B) recoded to 2018 SE (10)(B)
(11)(C) give examples of the benefits of the free enterprise system in the United States.	<u>(10)</u> <del>(11)</del> (C) give examples of the benefits of the free enterprise system in the United States.	(10)(C) give examples of the benefits of the free enterprise system in the United States.	2010 SE (11)(C) recoded to 2018 SE (10)(C)
(12) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:	<u>(11)</u> <del>(12)</del> Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:	(11) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:	2010 K&S statement (12) recoded to 2018 K&S statement (11)
(12)(A) explain how supply and demand affects consumers in the United States; and	<u>(11)</u> <del>(12)</del> (A) explain how supply and demand affects consumers in the United States; and	(11)(A) explain how supply and demand affects consumers in the United States; and	2010 SE (12)(A) recoded to 2018 SE (11)(A)
(12)(B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.	<u>(11)</u> <del>(12)</del> (B) evaluate the effects of supply and demand on <del>business</del> , industry, and agriculture, including the plantation system, in the United States.	(11)(B) evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States.	<ul style="list-style-type: none"> <li>2010 SE (12)(B) recoded to 2018 SE (11)(B)</li> <li>Streamlined</li> </ul>
(13) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	<u>(12)</u> <del>(13)</del> Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	(12) Economics. The student understands patterns of work and economic activities in the United States. The student is expected to:	2010 K&S statement (13) recoded to 2018 K&S statement (12)
(13)(A) compare how people in different parts of the United States earn a living, past and present;	<u>(12)</u> <del>(13)</del> (A) compare how people in different <u>regions</u> <del>parts</del> of the United States earn a living, past and present;	(12)(A) (A) compare how people in different regions of the United States earn a living, past and present;	<ul style="list-style-type: none"> <li>2010 SE (13)(A) recoded to 2018 SE (12)(A)</li> <li>Edited for clarification</li> </ul>
(13)(B) identify and explain how geographic factors have influenced the location of economic activities in the United States;	<u>(12)</u> <del>(13)</del> (B) identify and explain how geographic factors have influenced the location of economic activities in the United States;	(12)(B) identify and explain how geographic factors have influenced the location of economic activities in the United States;	2010 SE (13)(B) recoded to 2018 SE (12)(B)

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(13)(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States;	<del>(12)(13)</del> (C) analyze the effects of immigration <u>and</u> migration <del>and limited resources</del> on the economic development and growth of the United States; <u>and</u>	(12)(C) analyze the effects of immigration and migration on the economic development and growth of the United States; and	<ul style="list-style-type: none"> <li>2010 SE (13)(C) recoded to 2018 SE (12)(C)</li> <li>Streamlined</li> </ul>
(13)(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States; and	<del>(12)(13)</del> (D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States. <del>and</del>	(12)(D) describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.	2010 SE (13)(D) recoded to 2018 SE (12)(D)
(13)(E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.	<del>(13)(E) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.</del>		Deleted
(14) Government. The student understands the organization of governments in colonial America. The student is expected to:	<del>(13)(14)</del> Government. The student understands the organization of governments in colonial America. The student is expected to	(13) Government. The student understands the organization of governments in colonial America. The student is expected to:	2010 K&S statement (14) recoded to 2018 K&S statement (13)
(14)(A) identify and compare the systems of government of early European colonists, including representative government and monarchy; and	<del>(13)(14)</del> (A) <del>identify and</del> compare the systems of government of early European colonists, including representative government and monarchy; and	(13)(A) compare the systems of government of early European colonists, including representative government and monarchy; and	<ul style="list-style-type: none"> <li>2010 SE (14)(A) recoded to 2018 SE (13)(A)</li> <li>Cognitive verb phrase “identify and compare” changed to “identify”</li> </ul>
(14)(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.	<del>(13)(14)</del> (B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.	(13)(B) identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.	2010 SE (14)(B) recoded to 2018 SE (13)(B)
(15) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:	<del>(14)(15)</del> Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:	(14) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. The student is expected to:	2010 K&S statement (15) recoded to 2018 K&S statement (14)
(15)(A) identify the key elements and the purposes and explain the importance of the Declaration of Independence;	<del>(14)(15)</del> (A) <u>explain identify</u> the <u>purposes</u> , key elements, <del>and the purposes and explain</del> the importance of the Declaration of Independence;	(14)(A) explain the purposes, key elements, and importance of the Declaration of Independence;	<ul style="list-style-type: none"> <li>2010 SE (15)(A) recoded to 2018 SE (14)(A)</li> <li>Cognitive verb “identify” changed to “explain”</li> <li>Edited for clarification</li> </ul>
(15)(B) explain the purposes of the U.S. Constitution as identified in the Preamble; and	<del>(14)(15)</del> (B) explain the purposes of the U.S. Constitution as identified in the Preamble; and	(14)(B) explain the purposes of the U.S. Constitution as identified in the Preamble; and	2010 SE (15)(B) recoded to 2018 SE (14)(B)

# GRADE 5 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
	<p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b></p> <p><b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p>		
(15)(C) explain the reasons for the creation of the Bill of Rights and its importance.	<del>(14)</del> <del>(15)</del> (C) explain the reasons for the creation of the Bill of Rights and its importance.	(14)(C) explain the reasons for the creation of the Bill of Rights and its importance.	2010 SE (15)(C) recoded to 2018 SE (14)(C)
(16) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:	<del>(15)</del> <del>(16)</del> Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:	(15) Government. The student understands the framework of government created by the U.S. Constitution of 1787. The student is expected to:	2010 K&S statement (16) recoded to 2018 K&S statement (15)
(16)(A) identify and explain the basic functions of the three branches of government;	<del>(15)</del> <del>(16)</del> (A) identify and explain the basic functions of the three branches of government;	(15)(A) identify and explain the basic functions of the three branches of government;	2010 SE (16)(A) recoded to 2018 SE (15)(A)
(16)(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and	<del>(15)</del> <del>(16)</del> (B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and	(15)(B) identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution; and	2010 SE (16)(B) recoded to 2018 SE (15)(B)
(16)(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.	<del>(15)</del> <del>(16)</del> (C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.	(15)(C) distinguish between national and state governments and compare their responsibilities in the U.S. federal system.	2010 SE (16)(C) recoded to 2018 SE (15)(C)
(17) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles and contribute to our national identity. The student is expected to:	<del>(16)</del> <del>(17)</del> Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles <del>that and</del> contribute to our national identity. The student is expected to:	(16) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles that contribute to our national identity. The student is expected to:	<ul style="list-style-type: none"> <li>• 2010 K&amp;S statement (17) recoded to 2018 K&amp;S statement (16)</li> <li>• Edited for clarification</li> </ul>
(17)(A) explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant;	<del>(16)</del> <del>(17)</del> (A) explain various patriotic symbols, including Uncle Sam; <u>national celebrations such as Labor Day</u> ; and political symbols such as the donkey and elephant;	(16)(A) explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant;	<ul style="list-style-type: none"> <li>• 2010 SE (17)(A) recoded to 2018 SE (16)(A)</li> <li>• “National celebrations such as Labor Day” moved from 2010 SE (17)(D) to 2018 (16)(A)</li> </ul>
(17)(B) sing or recite "The Star-Spangled Banner" and explain its history;	<del>(16)</del> <del>(17)</del> (B) sing or recite "The Star-Spangled Banner" and explain its history;	(16)(B) sing or recite "The Star-Spangled Banner" and explain its history;	2010 SE (17)(B) recoded to 2018 SE (16)(B)
(17)(C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag;	<del>(16)</del> <del>(17)</del> (C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag; <u>and</u>	(16)(C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag; and	2010 SE (17)(C) recoded to 2018 SE (16)(C)

GRADE 5 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(17)(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day; and	<p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b>  <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p> <p><del>(17)(D) describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day; and</del></p>		<ul style="list-style-type: none"> <li>Streamlined</li> <li>“National celebrations such as Labor Day” moved from 2010 SE (17)(D) to 2018 SE (16)(A)</li> <li>Important ideas in the Declaration of Independence and the U.S. Constitution remain in 2018 K&amp;S statement (14)</li> <li>Purposes, key elements, and the importance of the Declaration of Independence remain in 2018 SE (14)(A)</li> <li>Purposes of the U.S. Constitution remains in 2018 SE (14)(B)</li> </ul>
(17)(E) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.	<del>(16)(D)</del> <del>(17)(E)</del> explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.	(16)(D) explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.	2010 SE (17)(E) recoded to 2018 SE (16)(D)
(18) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:	<del>(17)</del> <del>(18)</del> Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:	(17) Citizenship. The student understands the importance of individual participation in the democratic process at the local, state, and national levels. The student is expected to:	2010 K&S statement (18) recoded to 2018 K&S statement (17)
(18)(A) explain the duty individuals have to participate in civic affairs at the local, state, and national levels; and	<del>(17)</del> <del>(18)</del> (A) explain <u>why individuals have a</u> <del>the</del> duty <del>individuals have</del> to participate in civic affairs at the local, state, and national levels; and	(17)(A) explain why individuals have a duty to participate in civic affairs at the local, state, and national levels; and	<ul style="list-style-type: none"> <li>2010 SE (18)(A) recoded to 2018 SE (17)(A)</li> <li>Edited for clarification</li> </ul>
(18)(B) explain how to contact elected and appointed leaders in local, state, and national governments.	<del>(17)</del> <del>(18)</del> (B) explain how to contact elected and appointed leaders in local, state, and national governments.	(17)(B) explain how to contact elected and appointed leaders in local, state, and national governments.	2010 SE (18)(B) recoded to 2018 SE (17)(B)
(19) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	<del>(18)</del> <del>(19)</del> Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	(18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:	2010 K&S statement (19) recoded to 2018 K&S statement (18)

GRADE 5 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(19)(A) explain the contributions of the Founding Fathers to the development of the national government;	<p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b>  <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p> <p><del>(19)(A) explain the contributions of the Founding Fathers to the development of the national government;</del></p>		<ul style="list-style-type: none"> <li>Contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution remain in 2018 K&amp;S statement (3)</li> <li>“Identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period” remains in 2018 SE (2)(B)</li> </ul>
(19)(B) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and	<p><del>(18)(19)(A)(B)</del> identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and</p>	(18)(A) identify past and present leaders in the national government, including the president and various members of Congress, and their political parties; and	2010 SE (19)(B) recoded to 2018 SE (18)(A)
(19)(C) identify and compare leadership qualities of national leaders, past and present.	<p><del>(18)(19)(B)(C)</del> identify <del>and compare</del> leadership qualities of national leaders, past and present.</p>	(18)(B) identify leadership qualities of national leaders, past and present.	<ul style="list-style-type: none"> <li>2010 SE (19)(C) recoded to 2018 SE (18)(B)</li> <li>Streamlined</li> </ul>
(20) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. The student is expected to:	<p><del>(19)(20)</del> Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights <del>and other amendments to the U.S. Constitution</del>. The student is expected to: <u>describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney.</u> <del>and</del></p>	(19) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights. The student is expected to describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney.	<ul style="list-style-type: none"> <li>2010 K&amp;S statement (20) recoded to 2018 K&amp;S statement (19)</li> <li>2010 SEs (20)(A) moved into 2018 K&amp;S statement (19)</li> <li>Streamlined</li> <li>The 13th, 14th, and 15th amendments remain in 2018 SE (4)(E)</li> <li>Accomplishments in the areas of civil rights, women's rights, military actions, and politics remain in 2018 SE (5)(C).</li> </ul>

GRADE 5 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(20)(A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney; and	<p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b>  <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p> <p><del>(20)(A) describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney; and</del></p>		2010 SE (20)(A) moved into 2018 K&S statement (19)
(20)(B) describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.	<p><del>(20)(B) describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.</del></p>		<ul style="list-style-type: none"> <li>Streamlined</li> <li>Important ideas in the Bill of Rights remains in K&amp;S statement (14)</li> <li>“Describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney.” remains in 2018 K&amp;S statement (19)</li> <li>The 13th, 14th, and 15th amendments remain in 2018 SE (4)(E)</li> <li>Accomplishments in the areas of civil rights, women's rights, military actions, and politics remain in 2018 SE (5)(C).</li> </ul>
(21) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	<del>(20)(21)</del> Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	(20) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:	2010 K&S statement (21) recoded to 2018 K&S statement (20)
(21)(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting <i>American Progress</i> , "Yankee Doodle," and "Paul Revere's Ride"; and	<del>(20)(21)</del> (A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting <i>American Progress</i> , "Yankee Doodle," and "Paul Revere's Ride"; and	(20)(A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting <i>American Progress</i> , "Yankee Doodle," and "Paul Revere's Ride"; and	2010 SE (21)(A) recoded to 2018 SE (20)(A)

GRADE 5 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining  <b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b> <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b>	2018 TEKS	Additional Information
(21)(B) explain how examples of art, music, and literature reflect the times during which they were created.	<del>(20)(21)</del> (B) explain how examples of art, music, and literature reflect the times during which they were created.	(20)(B) explain how examples of art, music, and literature reflect the times during which they were created.	2010 SE (21)(B) recoded to 2018 SE (20)(B)
(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to:	<del>(21)(22)</del> Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States <u>culture</u> . The student is expected to:	(21) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture. The student is expected to:	<ul style="list-style-type: none"> <li>• 2010 K&amp;S statement (22) recoded to 2018 K&amp;S statement (21)</li> <li>• Edited for clarification</li> </ul>
(22)(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States;	<del>(22)(A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States;</del>		Deleted
(22)(B) describe customs and traditions of various racial, ethnic, and religious groups in the United States; and	<del>(21)(A)(22)(B)</del> describe customs and traditions of various racial, ethnic, and religious groups in the United States; and	(21)(A) describe customs and traditions of various racial, ethnic, and religious groups in the United States; and	2010 SE (22)(B) recoded to 2018 SE (21)(A)
(22)(C) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.	<del>(21)(B)(22)(C)</del> summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.	(21)(B) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.	2010 SE (22)(C) recoded to 2018 SE (21)(B)
(23) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	<del>(22)(23)</del> Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	(22) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to:	2010 K&S statement (23) recoded to 2018 K&S statement (22)
(23)(A) identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong;	<del>(22)(23)</del> (A) identify the accomplishments of notable individuals in the fields of science and technology <u>such as</u> , <del>including</del> Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong;	(22)(A) identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong;	<ul style="list-style-type: none"> <li>• 2010 SE (23)(A) recoded to 2018 SE (22)(A)</li> <li>• Streamlined</li> </ul>

GRADE 5 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(23)(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program;	<p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b>  <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p> <p><del>(22)(23)</del>(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program; <u>and</u></p>	(22)(B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program; and	2010 SE (23)(B) recoded to 2018 SE (22)(B)
(23)(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States; and	<del>(22)(23)</del> (C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States. <del>;</del> <u>and</u>	(22)(C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.	2010 SE (23)(C) recoded to 2018 SE (22)(C)
(23)(D) predict how future scientific discoveries and technological innovations could affect society in the United States.	<del>(23)(D) predict how future scientific discoveries and technological innovations could affect society in the United States.</del>		Deleted
(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:	<del>(23)(24)</del> Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including <del>electronic</del> technology. The student is expected to:	(23) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:	<ul style="list-style-type: none"> <li>• 2010 K&amp;S statement (24) recoded to 2018 K&amp;S statement (23)</li> <li>• Edited for clarification</li> </ul>
(24)(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;	<del>(23)(24)</del> (A) differentiate between, locate, and use valid primary and secondary sources such as <u>technology</u> <del>computer software</del> ; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;	(23)(A) differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States;	<ul style="list-style-type: none"> <li>• 2010 SE (24)(A) recoded to 2018 SE (23)(A)</li> <li>• Edited for clarification</li> </ul>

GRADE 5 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(24)(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	<del>(23)(24)</del> (B) analyze information by <u>applying absolute and relative chronology through</u> sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	(23)(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	<ul style="list-style-type: none"> <li>2010 SE (24)(B) recoded to 2018 SE (23)(B)</li> <li>Edited for clarification and alignment with similar TEKS in other social studies courses</li> </ul>
(24)(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;	<del>(23)(24)</del> (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;	(23)(C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;	2010 SE (24)(C) recoded to 2018 SE (23)(C)
(24)(D) identify different points of view about an issue, topic, or current event; and	<del>(23)(24)</del> (D) identify different points of view about an issue, topic, <u>historical event</u> , or current event; and	(23)(D) identify different points of view about an issue, topic, historical event, or current event; and	<ul style="list-style-type: none"> <li>2010 SE (24)(D) recoded to 2018 SE (23)(D)</li> <li>Edited for clarification</li> </ul>
(24)(E) identify the historical context of an event.	<del>(23)(24)</del> (E) identify the historical context of an event.	(23)(E) identify the historical context of an event.	2010 SE (24)(E) recoded to 2018 SE (23)(E)
	<u>(24) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</u>	(24) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:	<ul style="list-style-type: none"> <li>2010 K&amp;S statement (6) recoded to 2018 K&amp;S statement (24)</li> <li>Edited for clarification and alignment with similar TEKS in other social studies courses</li> </ul>
	<u>(24)(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and</u>	(24)(A) apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps; and	<ul style="list-style-type: none"> <li>2010 SE (6)(A) recoded to 2018 SE (24)(A)</li> <li>Edited for clarification and alignment with similar TEKS in other social studies courses</li> </ul>
	<u>(24)(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.</u>	(24)(B) interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.	<ul style="list-style-type: none"> <li>2010 SE (6)(B) recoded to 2018 SE (24)(B)</li> <li>Edited for clarification and alignment with similar TEKS in other social studies courses</li> </ul>
(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	(25) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:	No change
(25)(A) use social studies terminology correctly;	(25)(A) use social studies terminology correctly;	(25)(A) use social studies terminology correctly;	No change
(25)(B) incorporate main and supporting ideas in verbal and written communication;	(25)(B) incorporate main and supporting ideas in verbal and written communication;	(25)(B) incorporate main and supporting ideas in verbal and written communication;	No change

GRADE 5 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(25)(C) express ideas orally based on research and experiences;	(25)(C) express ideas orally based on research and experiences; <u>and</u>	(25)(C) express ideas orally based on research and experiences; and	No change
(25)(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and	(25)(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. <del>;</del> <u>and</u>	(25)(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.	No change
(25)(E) use standard grammar, spelling, sentence structure, and punctuation.	<del>(25)(E) use standard grammar, spelling, sentence structure, and punctuation.</del>		<ul style="list-style-type: none"> <li>Deleted</li> <li>Using social studies terminology correctly remains in 2018 SE (25)(A)</li> <li>Creating written material such as journal entries, reports, graphic organizers, outlines, and bibliographies remains in 2018 SE (25)(D)</li> </ul>
(26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. <del>;</del> <u>in a variety of settings.</u> The student is expected to: <u>use a problem-solving and decision-making processes process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</u> <del>;</del> <u>and</u>	(26) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	<ul style="list-style-type: none"> <li>Edited for clarification</li> <li>2010 SEs (26)(A) and (26)(B) moved into 2018 K&amp;S statement (26)</li> </ul>
(26)(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	<del>(26)(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</del>		2010 SEs (26)(A) and (26)(B) moved into 2018 K&S statement (26)

## GRADE 5 SOCIAL STUDIES, CROSSWALK FROM 2010 TEKS TO 2018 STREAMLINED TEKS

2010 TEKS	Streamlining	2018 TEKS	Additional Information
(26)(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	<p><b>Red Strikethrough = removed from a student expectation (SE) or knowledge and skills (K&amp;S) statement</b>  <b>Green Underline = clarified, recoded, or moved into a K&amp;S statement or an SE</b></p> <p><del>(26)(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</del></p>		2010 SEs (26)(A) and (26)(B) moved into 2018 K&S statement (26)